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CHAPTER I INTRODUCTION

A. Background of The Study

Reading is one of the most important skills from four basic skills in learning English beside listening, speaking and writing (Levine, Ferenz, and Revez, 2000). Reading is also one of the basic abilities which should be mastered by English learners. Reading is encompassed by receptive skills with listening, meanwhile, speaking and writing are included in productive skills (Saputra, 2014). Reading is also one of the basic essential ways to increase students' knowledge, insights, and information. Dealing with the statement, Eskey (2005) pointed out that reading is more necessary than speaking English in daily lives to access the richness of information in English.

Reading can influence the other skills of English in certain purposes. For instance, when someone wants to write something it is necessary to get some references, sources, and information either to support the ideas or to perceive the ideas itself. Indeed, such things cannot be done without reading books, journals, articles or other sources, because reading necessarily should be perceived to get knowledge and information (Eskey, 2005). In other case, when someone who wants to express ideas which are related to academic purposes, it should be possessed by getting the information, and ideas needed in order to make the ideas valuable. Reading comprehension is necessary in order to

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obtain the information well. In line with the statement, Mariane (2001) said that teaching reading is to make the students able to comprehend the meaning of the text. In Indonesia, especially for academic reading through comprehension has become essential because it is often associated with the requirement of procedural task, such as taking a test or having national examination. Reading comprehension is not only the ability which is necessarily obtained by English learners but also it is essential skill for success in all educational contexts (Brown, 2001). In order to read, the students must be able to decode the words or sentences in a passage and also comprehend what they read. So that, teaching Reading is very important for students at senior high school as expected that they can master the reading comprehension well.

In order to accomplish students' needs toward reading, 2013 Curriculum provides reading as one of the skills in mastering English that must be taught and learned in senior high school . State Islamic Senior High School Model 2 Pekanbaru is one of the schools that also uses 2013 Curriculum since 2014/2015 academic year based on the rule of ministry of culture and education no. 158 in 2014 which explains the concept and implementation of the curriculum at the school. In addition, State Islamic Senior High School Model 2 Pekanbaru uses “moving class” system. It is a teaching and learning system that is characterized by students who come to the teacher in the classroom. The concept of moving class provides a dynamic environment in accordance with the

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lessons learned. English is taught 4 hours in a week. It is divided into compulsory course and talent. Both compulsory course and talent are taught for 2 hours every weeks. There were eight English teachers who teach at State Islamic Senior High School Model 2 Pekanbaru.

The basic competence stated in the syllabus for the first grade of senior high school is the students are able to comprehend short functional text and simple monologue text such as *recount text*, *narrative text*, and *procedure text* in daily life context. Based on the syllabus, the score of cumulative minimum standard (KKM) that has to be achieved by the students for English in State Islamic Senior High School Model 2 Pekanbaru is 85.

Regarding with the description above, it is obvious enough that students in senior high school especially students in State Islamic Senior High School Model 2 Pekanbaru should be able to master reading comprehension well. Yet, this research just focuses on students reading comprehension of recount text. In fact, it is not as expected that some of the students are not able to read comprehensibly well.

Based on the preliminary study, the researcher did interview to two English teachers of State Islamic Senior High School Model 2 Pekanbaru. There were some problems encountered through conversation as mentioned above. First, few of the students were still not able to comprehend the content of the text, even after they had answered the questions of the text provided. This problem was found when the teacher

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asked the students why they answered certain option but they could not answer all, they might just guess the answer, or they might just not know how to explain it. Second, few of the students were still not able to identify specific information of the text, it obviously could be seen when the teacher provided the test and the students chose the wrong answer to find specific information, yet the teacher thought that there were two possibilities : the options provided have close ideas or almost similar one each others, or the students could not activate their scanning skill yet. Third, Few of the students got difficulties in deciding key words to answer the questions. The teacher said that teaching the students how to answer specific information by determining the keyword was also conducted which was expected to be easy for students to answer specific information. Most of the students could do it well, meanwhile few of the students overcome new problems that they could not determine the keyword, yet it occurred in certain context, for instance, when the question consisted of some words which provided some choices to be determined as keyword by the students, in short the student chose the wrong word. Three problems explained are the problems which were encountered in small number of the students.

The next following phenomena are the problems which were possessed by some of the students in State Islamic Senior High School Model 2 Pekanbaru. Firstly, Some of the students were still lack of vocabulary, so they got difficulties in answering questions. The teacher

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often found in many meetings that it was clear enough the students need to improve their vocabulary mastery, by watching English movie, listening to the music, or reading an English book which is interesting for them, in one condition that the students should analyze the word which they do not know and look up dictionaries. Secondly, some of the students had low motivation in reading English text. If the students read English book regularly, write some notes of the text, have curiosity of the text that they do not now yet, it totally will improve their comprehension in reading for sure. Thirdly, some of the students looked at reading as a boring thing in learning English while it was not taught with appropriate strategy. It was proven when the teacher treated the students in old style of teaching, the teacher sometimes asked the students to read a text, asked them to answer the following questions, there were be just few of the students who did the task well, meanwhile the others will looked at their friends, it was different when the teacher treated them by games or another strategies such giving reward as score on the whiteboard. Fourthly, there was no significant indication which shows that the students who have metacognitive strategy awareness while reading a text are different from the students who do not have metacognitive strategy awareness.

Regarding with the following problems above, there are some gaps between the theory which have been stated by the experts with the reality or the facts in the learning process. In line with this statement, in essence

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successful readers appear to use more strategies than less successful ones (O'Malley and Chamot, 1990). The students should be necessarily aware of what they are reading about, and also how they are doing their reading process. The students who want to improve their reading comprehension requires the use of *metacognitive strategies*, because it can develop strategic reading skills and the process of learning. Yet, in the reality the researcher encountered some contradictory indications, such there was no significant difference between students who possess strategies and the students who do not. For strengthening the statements, Brown et al (1986) said that successful readers monitor their reading, they use the strategies, do some efforts appropriately, and evaluate the success of their ongoing efforts to understand, while this idea has the same sound with some of the linguist that the good readers can be determined through some indicators of Metacognitive awareness such as planning, monitoring, and evaluating (O'Malley & Chamot 2005; Paris & Winograd, 1990 ; Flavell, 1979; Wade, Trathen, & Schraw,1990)

According to Ahmadi (2013) in his journal, he did a research in Malaysia for senior high school students that metacognitive strategies has been taken aside for a long time in the teaching process, meanwhile, metacognitive strategy awareness can be utilized as one of the solution of poor reading comprehension in language learning teaching. In line with the statement, Chellamani (2013) did his research for high school in India which was also has the same idea that metacognitive, in which the reader

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consciously direct the reasoning process, is a particular important aspect of strategic reading.

Metacognitive strategies are related to how we think and learn (Ashman & Conway, 1993). According to Flavell (1979), metacognition is a knowledge and control over his or her own thinking process and learning activities, including reading. Moreover, the concept of metacognition includes thinking about thinking process, self-awareness, understanding, and memory techniques and learning characteristics (Paris & Jacobs, 1984). The students necessarily need to know how to improve and use their planning, monitoring and evaluation before starting to read.

Regarding with the explanation of the problems above, the researcher was interested in analyzing whether there is a significant correlation between the use of metacognitive strategies and reading comprehension. Then, the researcher conducted a research entitled “**The Correlation Between Students’ Metacognitive Awareness and Their Reading Comprehension of Recount Text At The First Grade Of State Islamic Senior High School Model 2 Pekanbaru**”

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B. PROBLEM

1. Identification of The Problem

Based on the explanation above, the researcher identifies the problems as follows :

- 1) Why were a few of the students not able to comprehend the content of the recount text ?
- 2) Why were a few of the students not able to identify specific information in recount text ?
- 3) Why did a few of the students get difficulties in deciding key words to answer the questions ?
- 4) Why were some of the students still lack of vocabulary, so they got difficulties in answering questions ?
- 5) Why did some of the students have low motivation in reading English text ?
- 6) Why did some of the students look at Reading as a boring thing in English while it was not taught with appropriate strategy ?
- 7) Why did some of the students not evaluate their reading process

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2. Limitation of the Problem

In relation to the identification of the problems that occurred in teaching and learning process of reading above, the problems of this research are necessary to be limited. Therefore, this research was only focuses on the correlation between students' metacognitive awareness and their reading comprehension of recount text.

3. Formulation of The Problem

The problem of this research can be formulated in the following questions

- a. How is students' metacognitive awareness at the first grade of State Islamic Senior High School Model 2 Pekanbaru?
- b. How is students' reading comprehension of recount text at the first grade of State Islamic Senior High School Model 2 Pekanbaru?
- c. Is there any significant correlation between students' metacognitive awareness and their reading comprehension at the first grade of State Islamic Senior High School Model 2 Pekanbaru ?

C. Ojective and Significance of the Research

1. Object of the Research

- a. To find out students' metacognitive awareness at the first grade of State Islamic Senior High School Model 2 Pekanbaru

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- b. To find out students' reading comprehension of recount text at the first grade of State Islamic Senior High School Model 2 Pekanbaru
- c. To find out whether there is a significant correlation between students' metacognitive awareness and their reading comprehension at the first grade of State Islamic Senior High School Model 2 Pekanbaru or not.

2. Significance of the Research

- a. Hopefully, these research finding is able to benefit the researcher as a novice researcher in learning how to conduct research.
- b. These research finding are expected to be useful and valuable especially for students and English teacher at State Islamic Senior High School Model 2 Pekanbaru.
- c. These research finding are expected to be positive information, especially for those who are in the field of teaching and learning English as foreign language.
- d. These research finding are expected to be practical and theoretical information to the development of the theories on English language teaching.

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D. The Definition of The Term

In order to avoid misunderstanding and missinterpreting of the terms used in this research, it is necessary to define the terms in this research as follows :

1. Correlation

Correlation can be defined as the way in which two things are connected. Meanwhile, in this research, it means the corelation between students' metacognitive awareness and reading comprehension of recount text.

2. Metacognitive Awareness

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive awareness is actions which go beyond cognitive, which can be analogized as the director of the roleplay while the cognitive is the actor itself. This metacognitive awareness overwhelm organizing, setting goals and objectives of learning, considering, the purpose, and planning for language task, help learners to arrange the plan their language learning in efficient and effective way (Oxford, 1989).

3. Reading Comprehension

Reading is the process of constructing meaning by coordinating a number of complex processes that include word reading, knowledge, and fluency. So, by reading, the students are expected to be able to comprehend the words both the pronuonciation and the meaning (Klinger, 2007).

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4. Recount Text

According to Anderson (2010), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

